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ABSTRACT

A total of 249 articles from "The Agricultural Education Magazine" are listed that focus partially or totally on postsecondary agricultural education. Of these, 81 are from the 1960s, 128 from the 1970s, and 40 from the years between 1980 to 1985. The greatest number of articles pertain to curricula and programs. A preface provides a general discussion of the focus and content of the articles and poses questions that must be answered if postsecondary agricultural education is to achieve its rightful place in the delivery of agricultural education. The articles are listed in chronological order by date of the issue in which they appeared. The following information is provided for each article: title, author(s), issue (month and year), and page number(s). (YLB)

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ARTICLES ON

POSTSECONDARY AGRICULTURAL EDUCATION

IN

THE AGRICULTURAL EDUCATION MAGAZINE

1960 - 1985

COMPILED BY

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PREFACE

Is postsecondary agricultural education recognized as a necessary component of the agricultural education system in the United States? Although agricultural short courses and programs of less than the baccalaureate degree have been offered since passage of the land-grant Morrill Act in 1862, no programs for preparing agricultural technicians were listed in the 1963 Technician Education Yearbook--the first comprehensive listing of technician programs in the U.S. Few agricultural teacher educators advocated or recognized technical education programs as their attention and loyalty focused upon high school vocational agriculture programs as prescribed by the Smith-Hughes Act in 1917. Not until passage of the 1963 Vocational Education Act and its allocation of funds for postsecondary technical education did agricultural educators begin to seriously consider technical education in agriculture as a component of agricultural education in the United States. Today, almost 4,000 instructors teach in over 500 institutions which offer more than 1,800 two-year postsecondary agricultural programs for approximately 67,000 youth and 17,000 adults.

What documentation exists of the phenomenal growth of postsecondary agricultural education of less than the baccalaureate degree since 1960? A review of articles in The Agricultural Education Magazine for the last twenty-five years yielded 249 articles that focused partially or totally on postsecondary agricultural education. Eighty-one articles were published in the Magazine in the 1960s, 128 in the 1970s and 40 between 1980 and 1985. Six themes of the Magazine have focused on postsecondary agricultural education. The greatest number of articles pertained to

curricula and programs. Although the majority of institutions offering programs can be considered of the community college-type, few articles were written by persons in community colleges. Moreover, the writings gave no clear indication of persons who might be considered the current national advocates, leaders or spokespersons for postsecondary agricultural education.

The articles partly reflected the confusion that existed regarding the purpose of technical education in agriculture. Many different types of institutions with different missions offered programs: vocational-technical schools, area vocational centers, technical institutes, community/junior colleges, four-year colleges and universities. Few writers discussed the differences between the high school vocational agriculture program and the postsecondary technical education program in agriculture. Some writers viewed the postsecondary programs as being less than college level; other writers described programs of college level that awarded the associate degree upon completion of the program. Most writers viewed the two-year programs (and one-year certificate programs) as preparation for employment immediately following graduation. Consequently, programs were considered "terminal" with little recognition given to "transfer" programs.

Components of the high school vocational agricultural program were reflected in many writers' descriptions of postsecondary programs. Perhaps this was a natural occurrence as the majority of the instructors in postsecondary programs were former high school agricultural teachers, and many students were graduates of high school vocational agriculture and former members of the Future Farmers of America (FFA) organization. However, this phenomenon also may have contributed to the identity crisis

confronting the postsecondary programs, students and faculty. Some writers mentioned the need for teacher education programs for the postsecondary instructors, yet no institution had established a formal program specifically for the instructors. In many instances preservice and inservice education offered for high school teachers were considered appropriate for the postsecondary instructors.

Many questions must be answered if postsecondary agricultural education is to achieve its rightful place in the delivery of agricultural education. How must programs change to meet the needs of tomorrow's agricultural student and industry? Can high schools, two-year colleges and institutes, and universities offering agriculture articulate their programs to help students efficiently progress through the educational system and achieve their career goals? Does the 2+2 tech-prep/associate degree program have a place in agricultural education? Is it time for the establishment of a national professional organization for faculty to help clarify the identity problem? What opportunities and incentives will be offered by the local institution to encourage instructors to keep up-to-date in both technical specialty and educational technology?

What preference will the agricultural industry give the Associate in Applied Science degree as a credential for employment? How can industry and educators work more cooperatively to prepare agricultural technicians? What effect will the increased use of part-time faculty have on student achievement, on morale and commitment of full-time instructors, and on advisement of the youth organization?

What marketing strategies are most appropriate for postsecondary agricultural education? What practices are most successful for recruiting traditional and non-traditional clientele? How do students enrolled in

certificate, associate degree and baccalaureate degree programs differ in background characteristics, career aspirations, academic achievement and career accomplishments? Will passage of the affluent 1960s, financial realities of the 1980s, maturation of the baby-boom generation, public acceptance of the community college movement, repercussions of the educational reform movement, and rapid advancements in agricultural technology force high school agricultural programs to become more exploratory with access to a vocational-technical education in agriculture being available only at the postsecondary level? Who will offer adult education in agriculture-- everyone or no one? Failure to seek answers to these and other questions may result in the educational neglect of the majority of persons who desire employment in the agricultural industry and also serve as evidence of a profession imprisoned by tradition, habit and inertia.

The need to examine the purposes, problems and benefits of postsecondary agricultural education is more critical now than ever. It is hoped that this listing of articles in The Agricultural Education Magazine since 1960 will facilitate the efforts of persons who seek to study this new type of agricultural education. If this reference list stimulates but a minute spark of interest in and understanding of certificate and associate degree programs in agriculture the efforts required for its creation will have been greatly rewarded.

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ARTICLES ON POSTSECONDARY AGRICULTURAL EDUCATION IN
THE AGRICULTURAL EDUCATION MAGAZINE
1960-1985

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